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ABSTRACT

Many physical educators, administrators, and parents argue that it makes little sense to spend time and money building athletic programs for young women when they are not interested in pursuing sports activities. Such an attitude is explored in this Task Force report questioning what roles, if any, physical education teachers have predetermined for their students (and vice versa) and what social and psychological benefits are gained in physical education classes. Five different questionnaires were devised and distributed to elementary school students in grades 1-3, upper elementary students in grades 4-6, junior and senior high school students, parents of the Kalamazoo Public School pupils, and physical education teachers. The questionnaire responses indicated that: (1) even during childhood years boys are beginning to place girls outside the world of sports and the girls are reluctant to make a definite commitment to the conventional image of the young lady; (2) later elementary years present the ripest opportunity to explode the myth that girls have no place in sport; (3) young men and women in high school have greatly different perspectives of the role of women in sport; (4) parents in most cases are aware of the importance of a total physical education program; (5) teachers feel that girls are interested in sports if suitable situations exist, although they admit that in most instances the suitable situations do not exist. The Task Force offered 22 recommendations for improving the quality of physical education programs in the elementary and secondary schools. (MM)

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In Search of the Freedom to Grow:

Report of the Physical Education/Athletics Task Force

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Committee to Study Sex Discrimination
in the Kalamazoo Public Schools

Jo Jacobs, Chairperson

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This report was prepared by Karla Atkinson and given unanimous approval by the Physical Education/Athletics Task Force members on April 2, 1973.

The idea of "sound mind in sound body" has long been recognized as a valid truth. The earliest Greek and Roman societies realized that as the mind develops so should the body. Unfortunately our school system, like the ancient civilizations has been guilty of applying such a truth soley to the male segment of society. Women in sport do not fit the traditional concept of feminity and in turn have been excluded from numerous opportunities to develop all of their human potential.

Our society begins to indoctrinate this myth that women are the weaker, docile sex early in life. "Infant girls are handled more gently than infant boys. In the preschool years girls are expected to stay clean, neat, quiet, obedient. Any of the unstructured play activities reserved for boys, such as wrestling and tree-climbing, are quickly frowned upon, on the grounds they are unladylike."[1] Even by the time a child reaches kindergarten age, the choice of toys is indicative of the roles the child is expected to play. Girls will sit to play with dolls, dishes paints and jacks. Boys, however, will run with bats, balls, kites and skateboards.

Once elementary school begins, the school system takes over where the parents left off, continuing to advance the stereotyped roles for each sex in the area of physical education. Nowhere is the discrimination so evident as in the budget for the sports programs. The disparity between the use of facilities and equipment, and overall expenditure is discouraging to the girl who wishes to actively seek self-expression through physical activity. And even if she does pursue her athletic interests, she is subject to criticism from her parents and peers, simply because she does not fit the expected cultural behavior pattern for a female.

Society, however, is generous enough to excuse these girls still in the middle elementary years. The tomboy is a late bloomer who hasn't as yet seen the importance of fitting into the feminine role. Yet "research" on women who achieve and are successful in a wide range of endeavors demonstrates that most of them were tomboys...more independent, risk taking, adventurous, strong, achievement oriented...their passive, dependent sisters."[2] Unfortunately most girls get

the message clearly so that by the time they reach high school, their love for physical activity has been channeled into that secondary role of passive supporter, rather than active participant. They become cheerleaders, join the pep club, bake brownies to raise money for a game bus, and sell pompoms. Sadly they come to see the playing field as a microcosm for the rest of their lives: if girl plays boy and beats him, she loses him. And since society primes her primarily as mother-housewife, she steps off the field, onto the sidelines, supporting and thereby winning the boy--but ultimately losing to herself in the long run. Rather than compete she forfeits, and the price of her default is measurable, as women are beginning to sense today.

Now with the reassessment of sexual stereotyping and the refreshing change in social roles, it is becoming clear that women have been denied the opportunity to develop all of their physical capacities. Slowly our educational institutions are beginning to expose the myth that women have no place in sport, that they lack any spiritied competitiveness and determination. Only recently have the courts legally opened the way for equal female participation in non-contact sports in the State of Michigan.[3] The MHSAA has taken a welcome step in the right direction by sanctioning the creation and improvement of women's programs at the state level. Equality of participation will be insured only when the sports programs for women measure up to the males' opportunities, in terms of both quality and quantity.

Many physical educators, administrators and parents are quick to argue that it makes little sense to spend time and money building programs for young women when they supposedly aren't interested. Such an attitude as this, as typical of a philosophy we wished to explore in our task force report. We wondered what roles, if any, physical education teachers had predetermined for their students, and vice versa. We were also curious as to what social and psychological benefits were gained in the physical education classes. Our tentative plan to interview all the physical education teachers in the Kalamazoo Public Schools was discarded when, after consultation with the Research Education Department at Western Michigan University, it was pointed out that such a technique would undoubtedly lead to

subjective reporting, rather than objective fact-finding. (The time factor also prohibited using such a technique). Thus we submitted a proposal to the school administration which we felt to be highly scientific in nature. Our planned procedure included tight control of all variables, and allowed us to randomly sample students and parents, thus guaranteeing that a broad cross-section of pupils and parents would be represented.

Planned Procedure

We devised five different questionnaires to be distributed to the following groups: (1) 45 forms to all physical education teachers at both the elementary and secondary levels (2) 200 forms to elementary students in grades 1-3 (3) 200 forms to upper elementary students in grades 4-6 (4) 200 forms to students in the Junior and Senior Highs (5) 200 forms to the parents of Kalamazoo Public School pupils. Each of the questionnaires was to be accompanied by a cover letter from the Administration, explaining the purpose of our study and requesting a prompt reply. We asked for a mailing list of the parents, a list of the homeroom teachers at each elementary school. From these lists we would randomly select the students and parents, while at the same time making certain that all teachers, schools and grade levels were included in the responses. We proposed that the selection distribution and collection of these forms be our responsibility, as we anticipated set-backs if these duties were taken out of our hands and turned over to the administrative staff.

Actual Procedure

Our planned procedure was denied, and what actually transpired accounted for the numerous frustrations and disappointments this task force has felt. When the administration decided that all the above mentioned responsibilities belonged to them, we lost total control of our study. We have no idea what procedure they used to distribute the questionnaires. We have not seen a copy of any cover letter that accompanied the forms. We are unaware as to what judgments were passed by the Research Department of the Kalamazoo Public School, whose desks our questionnaires had to clear. Nonetheless, of one thing we are certain: It took almost

a half-year to distribute and collect less than 1000 questionnaires, from the time our planned procedure was submitted for approval in October, 1972 until last week when the results were still trickling in. In conclusion, we cannot in all honesty justify the validity of our study, because we have absolutely no knowledge of the sampling techniques. Yet this is not to suggest that our findings are false. Quite the contrary, most of our discoveries are quite in tune with conclusions reached in similar studies. We regret only the fact that our planned procedure turned into a mockery of the scientific approach to research when the administration usurped all our responsibilities.

The questionnaires to students, teachers and parents revealed some enlightening yet disturbing facts. Generally by the middle elementary years the conventional roles for males and females are well understood by the children, though not necessarily accepted completely by this age group. However, at the high school level, not only were the male roles now accepted but carefully carried out in the gymnasium as well as the classroom, as most parents agreed they should be. Boys took their "natural" position on the field, frowning upon most girls who felt they should not remain on the sidelines. In light of this, it is all too sad that the success of our public school physical education/athletic program is being evaluated in terms of the male athletic prowess, at the expense of the minds and bodies of the opposite sex. "In sports the end in view is not success independent of physical equipment; it is rather the attainment of perfection within the limitations of each physical type."[4]

Thus, the thrust of this report is to explore some of the myths that are perpetuated in the area of physical education, to expose the cause-effect relationship between attitude and sexist discrimination, to note the gross discrepancies in the athletic budget, and to offer recommendations that would erase the inequities which now exist.

The Early Elementary Years

The physical education program at the elementary level requires a minimum of 150 minutes a week, or 30 minutes per day. Generally each week the student

receives two periods of instructional time from the physical education teacher and the other time is handled by the elementary classroom teacher. The classes in physical education at this level are coeducational.

Yet no matter how superficially similar these situations at each school may appear, young males and females in grades 1-3 do not feel equal in terms of their physical skills. Perhaps the reason young girls do not feel equal and incapable is the notion that certain physical activities carry positive or negative acceptance for youngsters. Boys in grades 1-3 almost unanimously agreed (94.4%) they liked to play ball games in their gym classes, whereas only 26.7% liked to jump rope and 35.6% enjoyed skipping to music. On the other hand, 83.5% of the girls indicated they liked to jump rope and 64.8% responded to their preferance for skipping to music. A large percentage of the girls (86%) in this age group also enjoyed ball games, though their ability to successfully master basic skill movements essential to ball games was doubted by themselves and their teachers (see next section).

Of the 15 physical education instructors at the elementary level, 8 are female. Despite the equality in numbers, the association between sports and the male athletic prowess is also reinforced by the teachers, as well as the children. As suggested in the questionnaire responses of both sexes, the willingness or hesitancy of the teacher to join with the youngsters at play was dependent on the type of play involved. If it was generally considered to be an area of play relegated frequently to the male, e.g., games involving a ball, the physical education teacher was a frequent participant. Over half of the girls (52.9%) and half of the boys (55.6%) responded positively that the gym teacher played ball games with them. However, in an area of sport considered to be feminine in nature, e.g., rope jumping, skiping, he/she did not become part of the activities. Only 12.9% of the girls and 15.6% of the boys indicated the teacher joined them when they skipped to music. In a natural area of play which has neither masculine nor feminine connotations, e.g., relay races, the teacher also chose to watch rather than participate. Only 17.6% of the girls and 17.8% of the boys

noted that the instructor joined them in relay games. Thus the type of play promoted by all the physical education teachers was predominately male-oriented.

If young girls feel incapable because it is assumed they have some inherent, natural inability to develop their eye-hand-feet coordination, physical education teachers and parents alike do not try and overcome this lack of coordination admitted so frequently by females in this study. Some rationalize that if she doesn't belong on the playing field or basketball court, why bother to equip her with basic skills involved? Reasoning under such false assumptions, it follows that girls who choose to pursue their love for physical activities find themselves ill-equipped and thus are easily discouraged on the playing field. Naturally there are no biological or physiological reasons why a young girl cannot throw, kick, bat, catch, shoot or jump as well as a boy. Marked sex differences in muscular strength do not occur until the onset of puberty, when the increase in female hormone production acts to reduce the growth of muscular tissue. Thus there is no excuse for the fact that young girls in our public schools have not developed fundamental motor patterns by the time they reach fourth grade. The failure lies within the methods of instruction, and limited opportunities, not within the sex.

Females in grades 1-3 did not feel they should be taking a passive position in the sidelines, if they were given the chance to be leaders and participate with the boys at play. 83.5% of the girls felt they could captain a team in gym class. A large majority of them (82.4%) also indicated they would prefer playing on a mixed baseball team. Yet the boys in grades 1-3 felt quite differently. 85.6% of the boys would not choose a girl as captain, and 77.8% indicated their preferance for playing on an all-male baseball team. In a neutral sport area, 64.8% of the girls once again favored to run on a relay team composed of both sexes, as opposed to less than half (40%) of the boys who wanted to be part of a coed team.

It is quite clear in this study and others that even during these young childhood years, boys are beginning to place girls outside the world of sport by age six.[5] The girls, however, were reluctant to make a definite commitment to

the conventional image of the young lady, as indicated by their choices of play activities. Such a conclusion in our study supports the thesis that middle-class girls do not show clear acceptance of their culturally imposed role in sport even by the age of eight.[6]

The Later Elementary Years

For both sexes the picture changes somewhat during these developmental stages. In our study most boys continued to select active, vigorous competitive games involving manual skill and dexterity. Basketball, softball, and track/field ranked highest on a list of favorite activities, whereas square dancing, rope jumping and stunts/tumbling were at the bottom. Conversely, girls chose both active and inactive types of play. Rope jumping, running and volleyball were the greatest favorites; soccer, track/field, and square dancing were selected most infrequently.

Yet in this age group the association between sex and the type of play was not as strong as in the earlier grades. In the girls' questionnaire the teacher's favorite interests included volleyball, soccer and running. The boys ranked volleyball, soccer and basketball as the instructor's preferred activities. Similarly 68.8% of the girls and 81.4% of the boys believed that their teacher would not like to teach dancing in gym class. In the remainder of the girls' responses the attitudes remained consistent with those given in grades 1-3. 85.7% still felt capable of assuming leadership positions, though almost half of the girls (41.4%) had doubts regarding their ability to catch a ball as well as a boy.

On the other hand, the boys' responses reflected an interesting and promising trend, namely that the boys in grades 4-6, as opposed to the boys in grades 1-3, were much more willing to include girls on their teams, offering them leadership roles and choosing to have gym class with them, rather than having an all-male class period. Surprisingly this tendency for socialization and interaction with the opposite sex in the later elementary grades runs contrary to some data collected from other studies. Nonetheless, it is not our purpose to conjecture why such an attitude exists among boys in grades 4-6. The important thing to

note is that such a healthy attitude exists, and little is presently being done to capitalize on a situation that offers great potential for eliminating sexist discrimination in the area of physical education and athletics. (See section on recommendations).

Whereas 85% of the boys in grades 1-3 refused to let a girl captain the team, only 45.4% of the boys in grades 4-6 still remained hostile to this idea. Similarly 21.9% more boys in grades 4-6 selected to run on a mixed relay team. More importantly the response of the boys in grades 1-3 (10%) for a coed class jumped to 50.5% of the boys in grades 4-6 opting for a coed gym program. The girls in grades 4-6 also suggested an identical reversal in attitude, in that 64.3% favored a mixed gym class, when in earlier years only 14.8% selected coed opportunities for play.

Such replies are indicative of a desire on the part of both boys and girls in grades 4-6 to cooperate, compete and fulfill their physical potentials at play, with regard for sex being pushed aside. The chance to further foster such a wholesome relationship between the sexes is pointed out in the students' need for after school recreational programs. A slim minority of both boys and girls in grades 1-3 (26.7% and 30.6% respectively) indicated their desire to stay after school for some supervised play program, but in grades 4-6 a majority of the youngsters, 81.4% of the boys and 60.7% of the girls, now responded positively to the idea of an intramural team program at their school.

It is our conclusion that these later elementary years present the ripest opportunity to explode the myth that girls have no place in sport. If changes are not instituted during these years, as has been the case, the end result is the perpetuation of discriminatory attitudes and practices which remain permanently fixed for a lifetime, as is evidenced in the results of our junior-senior high school questionnaires.

The Junior-Senior High Years

From the results of our questionnaires in this area, we were not able to determine exactly when, i.e., at what grade level, or precisely why male attitudes

shift so radically from late elementary school to these years at the secondary level. We strongly suspect, however, that much of this attitudinal change comes during the junior high years, when classes are no longer predominately coeducational as they were at the elementary level. The separation of the sexes at the junior high level seems to stem from the adult expectation that youngsters should be preparing to fulfill conventional role models if they are to comfortably adjust to the final three years of high school. The necessity for "grooming" the junior male athletes, for developing more sophisticated skills and bigger bodies, also contributes to the justification for separating the sexes in the physical education classes once the elementary years are over. The tomboy is no longer tolerated once seventh grade begins.

That chauvinistic, discriminatory attitudes in grades 7-12 lay the foundation in creating a false impression of young women in sports is all too clear. Young men and women in this age group have almost totally different perspectives of the role of women in sport. Young men have definitely decided women have no place in their "domain;" conversely young women are willing to argue just the opposite. A slim percentage of the boys (24.5%) agreed that young women are just as active as the boys, unlike the majority of the girls (80.8%) who indicated an equal degree of activity. 62.7% of the young men responded that they have more interest in physical activities than the females; only 8.5% of the girls agreed that this statement was true. 87.2% of the women noted that team sports are just as appropriate for them; only 31.8% of the boys agreed with them on this issue. By a large majority (70.2%) the girls believed they are more creative than boys; 22.7% of the boys were willing to concur. In only the myth question did the young men and women come close to sharing a common point of view. 72.3% of the girls and 49% of the boys concluded that young men are less sensitive than young women.

The most glaring area of outright male favortism was found in the response to the question of equal use of physical education facilities. Only 50% of the men stated they believed in equal use and time; 80.8% of the young women would

not take a back seat, however.

The responses to the notion that young adults of both sexes should have equal exposure to male and female instructors, and the notion that male physical education teachers often present an image of favoring an all-male class, is also covered in our research. 82.9% of the women, whose contact with sports is predominately female at this age level, stated their physical education teacher would like to teach young men in her classes. Yet only 48.1% of the young men, whose contact with sports at this age level is predominately male, thought their instructor would like to work in a coed teaching situation. Evidentally the female who teaches physical education at the junior-senior school neither resents nor fears nor dislikes having young men in her classes. But the male instructors appear to feel differently. And though these men may contend that they are not prejudiced, they would gladly teach young women, a great many of their students are getting the opposite impression. Indeed, the "we-don't-want-'em-here" image needs remodeling.

There was more agreement between the sexes regarding choices for inter-scholastic teams. From ten alternatives the males selected basketball, swimming, tennis and track/field as those team sports which should exclusively have separate teams for the women. The young women chose basketball, softball, tennis and track/field as those activities wherein they would like to compete separately. Yet both sexes felt coeducational teams involving skiing, tennis and swimming were also favorable alternatives if the creation of separate programs were not immediately possible.

Personal preferances for physical education activities also overlapped somewhat, From a list of fifteen activities, the boys ranked baseball, swimming, basketball and self-defense (in that order) as favorites. Girls chose swimming, softball, gymnastics and basketball (in that order). It is interesting to note that the first three male choices have interscholastic programs now running. Only the second and fourth choices of the females have programs currently available.

The overall picture these young adults presented is both good and bad. It is good in that the young men's main interests in sports programs are being served, as the budget allotment and curriculum suggest. It is also good in that young women see themselves as active and interested in self-expression through physical activity, that they do not view their physical activities limited to individual pursuits within a second-rate intramural program, and that they recognize their right to equal use of physical education facilities and equipment. What is sadly paradoxical, is that young men view these healthy female attitudes as being unhealthy!

For women the lack of separate sports programs, the meager budget allotment and the general false impressions that persist among males are all factors which have helped to squelch whatever chances male students in the elementary grades had for developing positive, reinforcing roles for their female friends. Similarly these factors also account for the success of the pep club and the cheerleading programs. If that which young women desire is not available, they must settle for second best...and a poor second it is, to say the least.

The Parents

If there is any truth to the adage that parents know their kids best, then the task force would have to conclude on the basis of the parental responses that parents of Kalamazoo Public School children share few of the myth beliefs that their older children do. In most cases the parents are enlightened and aware of the importance of a total physical education program. Nonetheless their consciousness of culturally determined behavior patterns for both sexes is still evident.

When asked to note what kinds of instruction should be offered in junior and senior high school, they reflected what society feels to be "safe" sports for either males or females. They ranked soccer, basketball and baseball as male activities to be taught separately. Females should have separate instruction in the areas of basketball, swimming and gymnastics. Those activities appropriate for coed classes included dance, tennis and golf. What is interesting

to note, is the attitude underlying these choices and the acceptance of the notion that certain sports are appropriate for either sex, or both. The female who wishes to develop skills in soccer or conversely, the male who might wish to receive some instruction in contemporary dance would find themselves out of luck because instruction in these areas is not offered. Clearly the only justification for singling out these parental preferences is what society deems "proper."

Our task force is not, by any means, suggesting we drill females to the point where almost any girl could qualify for a men's team. We recognize that certain differences in muscular strength are apparent in adolescents, and we are not so bold as to try and overthrow Mother Nature. What we are demanding is that any girl at this age be exposed and given instruction in many more physical activities, so that she may be free to choose and develop as she desires. Limited instruction necessarily presupposes a limited freedom, and parents who sanction only those activities which they feel "respectable" are hampering the growth and human potential of all tomorrow's children.

When questioned as to what varsity sports should be available to men, women and both sexes, the parents' responses were again indicative of their social consciousness. Separate male teams in football, baseball and wrestling were chosen most frequently, as were separate women's golf, basketball and swimming teams. The favorite choices for coed participation included golf, skiing, and tennis. 88.7% of the parents believed equal use of the physical education facilities should be guaranteed, and the greatest majority (70.9%) responded favorably to a required physical education program in grades K-12.

In response to questions dealing with the myths of women in sports, the parents, more often than the physical education teachers, denied the persistent claim that women are inactive and disinterested in physical activities. 56.2% believed girls are just as active as boys; 17.8% responded that girls are less interested than boys; only 10.9% suggested that team sports are more appropriate for boys. Over 60% of the parents also indicated that girls are not more creative than boys, and that boys are not less sensitive than girls.

With the exception of a few replies, there was agreement among all the parents that coed instruction at the elementary level include instruction of basic movement skills, large and small group play, high and low organized team play and a variety of other activities including rhythms and physical fitness. The most disturbing fact that emerged, was that 38.4% of the parents felt that physical education instruction was more important in grades 7-12 than in grades K-6. Evidently there is a failure on the part of some parents to realize that if children do not develop fundamental motor patterns by the time they reach early adolescence, they will find themselves lost without the basics from which to build more sophisticated skills taught at the junior-senior high level. A girl cannot run till she learns to walk, and by the same token cannot learn to play basketball until she can properly throw, catch or jump. And sadly, it is the female school population in Kalamazoo who is being short-changed most often, as the middle elementary girls and many of the physical education teachers have testified in their questionnaire responses.

The Physical Education Teachers

The responses of the physical education teachers indicated that some of the attitudes regarding women in sport were indeed healthy, non-biased opinions. Over 80% felt that team sports were just as appropriate for girls as well as boys and that a wide variety of activities should be offered as part of the curriculum. Over 70% also did not believe that girls are more creative than boys, and did not conclude that boys are less sensitive than girls. Approximately half of the teachers (48.1%) indicated that girls were just as active as boys, and agreed that girls have just as much interest in physical activity as do boys. 66.6% also noted that some physical activities are appropriate for either sex.

The teachers' comments were more disheartening when they were asked to assess the skills of their students. Only 33.3% believed that the girls' eye-hand coordination in physical activities was equal to that of boys; 66.6% also noted that girls cannot throw a ball as skillfully as boys; 40.8% responded that boys and girls excell equally in rhythmic activities.

The conclusions reached by our task force as a result of studying these teacher responses are quite similar to the ones reached by the students themselves, especially those children in the elementary grades. Generally the girls are active and interested in sports, and willing to join teams in suitable kinds of organized play. The only drawback is that both students and teachers admit they are not equipped to do so.

Three other areas of interest which support the task force's recommendations were covered in the teacher questionnaires. First, there was unanimous agreement that equal use of facilities be given to females. Secondly, the greatest majority of the teachers indicated that physical education should be required in grades K-12. (the policy now standing is that physical education be required in grades 7-8 and 10-11. 9th and 12th grade physical education is an elective basis. Requirements can also be met through participation in varsity athletics). Thirdly, over 40% of the teachers commented that the effect of Senate Bill 1106, which has already passed and allows female participation on boys' teams involving non-contact sports, would result in enlargement of the girls' programs, creation of new opportunities for them, and an increased athletic budget, with more money alloted for girls' programs.

The Physical Education/Athletic Budget, 1972-73

No where is the discriminatory attitude of the school administration more evident than in the budget allocations of the intramural and athletic programs The discrepancies between coaches' salaries and the number of tokenisms to girls in terms of equipment and use of facilities is inexcusable. A closer analysis of the budget is justified, not only to support the above statements but to lend weight to the task force's recommendations in this area.

The budget allocation for physical education is equal for both boys and girls at each of the three levels: $2532 for boys and $2532 for girls at the elementary level; $3770 for boys and $3770 for girls at the junior high schools; $3350 for boys and $3350 for girls at the senior high level. Yet it is in the area of athletics, which includes all interscholastic programs, where inequities begin to

arise at the junior high level and become most conspicuous at the high school level.

In the junior high programs $1500 is given to equip and supply the girls' athletic activities; $2500 is allocated to the boys' program for the same purposes. Thus the boys receive 40% more money, almost a 2:1 ration. The figures for the operating budget are more alarming. The total operating budget for the boys' junior high athletic programs is $8950, of which football claims a highly disproportionate share ($6,100). The total operating budget for the girls' program, which also includes five sports, is $2,725, of which $625 is given to the cheerleading cause. Thus the ration is more than 3:1. (Here we must insist that cheerleading is not considered by this task force to be a sport and therefore should not fall under the jurisdiction of the athletic department.) After the funds for cheerleading are subtracted from the girls' operating budget, the ratio grows even more disturbing: 8:1. The coaching salaries are in turn indicative of this misplaced emphasis. $4550 goes into cheerleading coaches' salaries at the junior high level; only a slightly greater amount, $5380, is allocated for all the other coaches' salaries within the girls' program. Overall the women's coaches receive anywhere from 3% to 7% of the teacher base salary for their work. The coaches for the men's programs receive anywhere from 5% to 18% of the teacher base salary for their work.

The KCEA takes seven factors into consideration when negotiating the salaries for coaches: (1) the length of the season (2) the amount of responsibility (3) the pressure on the coach (4) number of students participating (5) number of practice days and matches (6) quality of the competition involved and (7) the prestige of the sport. One example from the junior high girls' program will serve to point out which of these negotiating factors holds top priority.

The cheerleading program at the junior high level involves 81 total practice hours, 18 matches and has 270 participants. All the other three sports which constitute the remainder of the whole athletic program (basketball, tennis and track/field) combine for a total of 172 practice hours, 23 matches and includes 275 girls. Thus the task force suspects that the "prestige" factor accounts

for and influences the fact that over 40% of the girls' coaching salaries are directed toward a program that involves less than half the practice hours and 6 fewer matches than the other sports combined.

It is not surprising, however, that cheerleading receives such a disproportionate share, at the expense of the other activities, because the largest amounts of money for the men are directed to the football and basketball program. The school system seems to be reasoning, "What's a football game without the gals to help lead us on to victory?" The cheerleader becomes the epitome of the heights to which a girl can strive, sadly enough some are content to support rather than participate, and more than half of the total funds are pumped into a program that will insure this.

At the senior high level the ratio is almost 10:1 regarding the financial allotment for equipment and supplies. The boys' program receives $39,422 and the girls receive $4028, out of which $1000 goes to support the cheerleading cause. The total operating budget, which does not include coaching salaries, is $36,474 for the men; the women rate $5216. Again the inequity in salaries could be noted in detail. Suffice it to say that $58,000 is set aside to hire the men's coaches; $15,000 is given to the women for an identical purpose.

The administration attempts to justify such gross inequities by reasoning that more money ought to be alloted for the men, since the gate receipts from the football and basketball games help to support other athletic activities. The rationale goes something like this: more money develops better teams; better teams draw larger crowds; larger crowds build gate receipts; large gate receipts insure more and better programs. What is most serious, is this profit motive that predetermines athletic budget expenditures. No public school system, including Kalamazoo, is set up to be run as a profit-making institution, and those administrators and members of the Board of Education who operate under such a premis should immediately juggle their priorities and reorder their values. When the quality and quantity of the women's athletic programs is indirectly dependent upon how much profit is gained from the gate receipts of the men's events, there is cause for alarm.

These athletic activities need to be brought back into some kind of proper perspective wherein they serve as recreation for many, rather than profit for a few.

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FOOTNOTES

1 Clarenbach, pg 2

2 Ibid, pg 5

3 Recently the Sixth U. S. Court of Appeals ruled in favor of Plaintiffs Morris and Barrett, upholding and modifying a preliminary injunction which prohibited the MHSAA from "preventing or obstructing in any way the individual plaintiffs or any other girls in the state of Michigan from participating in the scholastic athletics and athletic non-contact contests because of their sex."

4 Hart, pg 7

5 Mussen and Conger, pg 326

6 Ibid, pg 327

In Search of the Freedom to Grow
A Summary of the Physical Education/Athletics Task Force
Report to the Committee on Sex Discrimination in the Kalamazoo
Public Schools

Our community as well as our public schools must begin to realize that there are a great number of girls and young women who are interested in pursuing their love for physical activity. However, up to this point they have been severely restricted in seeking to fulfill themselves in this area. Minimal financial allocations offer few opportunities to develop quality programs for females, and this fact, along with the sexist attitudes of junior and senior high male students account for the frustrations many girls have sensed when they attempted to enter a field considered to be exclusively for the men.

Programs for women at all comparable levels of athletic ability must be initiated immediately, and the need must be generated by professionals in the field of physical education/athletics who are aware of the various facets which constitute a good program. Simply waiting for students to discover their interests is a false step, for our study shows that girls have little or no experience from which to determine their needs. That women are interested but not equipped with basic skills has been demonstrated through the responses to the questionnaire distributed to students at all grade levels and to the physical education teachers.

With these ideas in mind, the task force offers the following recommendations which we hope will generate more enthusiasm among professional physical educators to improve the quality of their programs, especially for women.

RECOMMENDATIONS FOR ELEMENTARY LEVEL

I
Recognizing that the primary responsibility of the physical education program at grades 1-3 is to build fundamental motor patterns, and at grades 4-6 to further refine each child's motor skills, within the framework of a comprehensive physical education curriculum, we recommend that each instructor continually reevaluate his/her teaching methods to insure that these objectives are being met. As our study demonstrates, young girls are entering junior high school with little attention given to these essential needs.

II
The task force recommends that the ultimate direction of the physical education program move toward five instructional periods a week, rather than the current two days a week. Realizing that such a change could not be instituted immediately, the task force suggests that beginning with this next school year, a minimum of three instructional periods be guaranteed to each student in the elementary grades.

III
We recommend that one of the primary criteria for hiring elementary school teachers include some training and study in the area of "Physical Education for the Elementary Classroom Teacher." If a teacher has excellent credentials but lacks such study, the physical education coordinator must make certain the teacher has continual consultation with a physical education specialist who would help direct his/her teaching responsibilities in the area of physical education.

IV
Because a sound intramural program is lacking in grades 4-6, where our study notes it is needed immediately, we recommend the creation of a position entitled "Coordinator of Elementary Intramural activities." With the responsibility for the establishment, direction, control and supervision of all intramural programs and informal interschool activities falling under his/her jurisdiction, the position should be filled by one who has had numerous experiences in teaching physical education at the elementary level.

V
We recommend that the creation of all intramural programs begin in grade 4, be geared toward coed participation, and include physical activities appropriate for both boys and girls, in addition to separate activities for the sexes.

VI
We recommend that each elementary school have a director for its intramural program, who would report directly to the Coordinator of Elementary Intramural Activities. First preference for filling the director positions should be given to a physical education teacher at that school. Hiring outside the school is not suggested, unless it is necessary to insure the existence of an intramural program at that school.

VII
We urge that the creation of all recommendations dealing with intramurals be instituted as soon as possible, and that the "busing" factor play absolutely no role whatever in implementing such programs. Too many gymnasiums and playing fields are idle within each neighborhood school to think that transportation could be a thorn in the development of these intramural programs.

RECOMMENDATIONS FOR SECONDARY LEVEL

I
We recommend that the development of a varied intramural program be continued at the secondary level, with stress on separate programs for young men and women, in addition to coed activities including activity clubs. The task force points out that a strong intramural program cannot be built with the current funds available. The financial allotment for intramurals must be increased next year. If not, then funds must be generated from the varsity sports' current operating budget. The total physical education program must serve the needs of many young adults, rather than a few talented males.

II
We recommend that greater emphasis be placed on the educational benefits of the intramural program, with more attempts being made to instruct young women, as well as provide a framework for recreation and informal competition.

III
We recommend that the physical education coordinator for the Kalamazoo Public Schools continue to educate the entire community, stressing the values in all

kinds of physical activities, and that the Board of Education support him in his efforts to improve and create new programs, especially to bring the quality of the women's programs up to an equal level with men's opportunities.

IV. We recommend that in addition to current offerings, the number of interscholastic sports programs for women be increased immediately, with top priority given to the creation of separate gymnastics and swimming teams, and the further development of the field hockey program.

V. We recommend that the interscholastic women's programs at the senior high schools include comparable levels of competition and scheduling, with the expectation that women will be going outside the greater Kalamazoo area to seek such competition.

VI. We recommend that the competition sought for the junior high school interscholastic programs be limited to the greater Kalamazoo area.

VII. Noting that the quality of coaching is not what it should be, we recommend that all coaches at the secondary level have state certification.

VIII. We recommend that in screening and hiring coaches, more emphasis be placed on the positive values of competition, not on the "winning or else..." philosophy. Only those applicants who promote such values as playing to the best of one's opponent, should be hired to fill coaching positions. The leader who sacrifices the dignity and self-respect of his students at all costs just to win does not belong in a coaching position.

IX. With the realization that such a recommendation at this time must be carried out over a long period of time, we recommend that more physical education teachers be hired. Hiring more physical education instructors would lower the teacher-pupil ratio, provide a greater offering of activities, and decrease the teaching load, thus allowing the physical education teacher more time to pursue coaching responsibilities which he/she, by the very nature of his academic training, is best qualified to assume.

X. We recommend an uninterrupted K-12 physical education program, based on a progressive curriculum with allowances for elective programs.

XI. To expand the potential for the growth and development of all young adults, especially women, we recommend a greater choice of instructional physical activities, more coed classes and more team-teaching situations.

XII. We insist that equal use of the physical education facilities be immediately guaranteed to women, and that the physical education coordinator and athletic directors insure that women will equally share in the "prime time" now reserved exclusively for men.

XIII. Because it reinforces the role of women as passive supporter, we insist that the cheerleading program will immediately be dropped from the physical education budget, and that all responsibilities for the financial operation and supervision of the cheerleading program no longer fall under the jurisdiction of the physical education/athletic department.

XIV. We insist that money will not be a deterent to providing more and better programs for women and to paying women's coaches on a more equitable basis. Within the next <u>two years</u> when the intramural and interscholastic programs for women will have been successfully launched, we demand <u>exactly equal funding</u> as the men shall receive for their activities.